

I. List 3-5 Student Learning Outcomes for students enrolled in your program.

These should be broad overarching learning goals. They are bigger than objectives.

ESL students will be able to:

- effectively communicate in all English language skill areas (speaking, listening, reading, writing) in all aspects of their lives in the U.S. (at work, in college, in social settings, etc.)
- effectively navigate the U.S. college system and develop the skills and knowledge needed to bridge successfully to an academic or workforce path
- improve their connections and interpersonal skills in English
- build a foundation in English with which they can gain new job skills and obtain higher paying jobs

II. Align the Program Level SLOs with the College Goals.

Briefly discuss how your program meets the goals of the college.

We have a program-wide SLO that addresses the college-wide goal of building community. Our goal is to promote accessibility for our students and celebrate our students' successes. Since our students apply their language skills to intrapersonal, interpersonal and intercultural contexts, we incorporate numerous strategies to build a community by encouraging our students to: demonstrate inclusive behavior in class; demonstrate their ability to work in large and small groups; critique other classmates respectfully; respect each other; and demonstrate their ability to work together.

III. Assess the student success in your program.

How do you know students learned the core SLOs by the completion of curriculum/program. Include data to support these findings.

Course-specific SLO's for the writing and grammar sequence have been developed. Students are assessed with rubrics and specific writing assignments at the end of each semester. See Phase I Program Review section on SLO's, pp. 31 - 36.

IV. Document student success/achievement in the program.

Possible documentation materials might include Degrees, Awards, Transfer, Portfolios, Capstone Assignments, Success in Job Placement, etc.)

ESL students are retained at very high rates (90% on average) and they succeed at high rates (75-80%) in their ESL coursework. Their grades in content courses are as high or higher than the average grades for native speakers. See Phase I Program Review document, p. 31 - 36.

V. Note areas for future improvement.

Address needs of program like curricular innovation, resource allocation, upgrading facilities, technology, unit allocation, staffing, etc.

Faculty need to discuss the curricular sequence in more depth to ensure that each course and level is well sequenced, with the grammar and other skills appropriately articulated.

Faculty need to work together to develop promotion criteria and rubrics or promotion tests for each level and course of credit ESL, much as non-credit ESL has done.